

Lesson 1: Defining Culture (Day 1 of school year)

STANDARDS:

Common Core SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Educating for Global Competence. Recognizing perspectives (others' and their own)

OBJECTIVES:

To begin students' consideration of the definition of culture and awareness of how the culture creates recognizable expectations and boundaries, present in daily life as much as in fictional work.

ACTIVITIES:

- First day of school – go over classroom expectations, syllabus. Students to write briefly about strengths/weaknesses, insights into themselves as learners and individuals.
- Discussion of how these handouts define the CULTURE of this particular classroom. What is culture? Why does it matter?
- Students to brainstorm first individually, then in pair-share groups, about definition of and aspects of culture. Students to create list on board with ideas.
- Add to this list other aspects that would be of specific interest toward sophomore students (attitudes toward substance use, suicide, postsecondary plans, dating, eating disorders, healthy eating, environmental awareness, use of technology/internet)
- Share with students “The Iceberg Concept of Culture” graphic to expand on their list, discuss surface culture vs. deep culture. Individually, students write about a time when they were in a different culture and noticed differences between expectations relating to a specific aspect of culture
- Choose our ‘local’ culture and discuss what common attitudes ‘we’ share. Start wide (American culture) and narrow to Maine, Midcoast Maine, specific town, specific family-level culture.
- Students to pick one aspect of culture of personal interest for investigation

HOMEWORK:

- Informal writing tracking multiple attitudes toward one specific aspect of culture within a specific local culture.

MATERIALS:

Opening handouts

“The Iceberg Concept of Culture” graphic in Keynote presentation for LCD projector

Lesson 2: Author's role in culture (Day 2 of school year)

STANDARDS:

Common Core RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Common Core RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Educating for Global Competence. Investigate the world beyond their immediate environment

OBJECTIVES:

To connect ideas about culture to the presence and purpose of cultural discussions within novel-length fiction and the multiplicity of perspectives

ACTIVITIES:

- Students to share with a partner their choice of aspect of culture and thoughts about how attitudes toward it would vary within a local culture.
- Create list on the board of the aspects chosen by students for the assignment.
- Static vs. dynamic aspects of culture: model how attitudes toward one aspect have changed over time. What has caused these changes? Role of authors.
- Introduce the author's role: as a member of a specific culture, how does the author through his/her writing comment on that culture? Model this based on one of the aspects mentioned on the board. What books have students read that specific comment on an aspect of culture?
- Rhetorical triangle: speaker + audience + content = purpose (to inform/persuade/entertain)
- Students given time to choose partner who shares similar interest to investigate this aspect of culture more fully throughout the semester, resulting in a public service announcement based on background research, identification of a target audience, and chosen persuasive message. Aspect of culture and names on paper to be hung within classroom - when issues within text surface, write notes on paper referencing link.
- View Chimamanda Adichie: "The danger of a single story" TED Talk (19:17)
- Identify the rhetorical triangle present in her presentation

HOMEWORK:

Students to write a reflective response to Adichie's presentation, linking her ideas to situations in their own lives. What is the danger of your 'single story'? Or when have you assumed a 'single story' about another and what was the consequence?

MATERIALS:

Paper to record student group aspect choices

Cued TED talk

Lesson 3: Intro to *Things Fall Apart* by Chinua Achebe (Day 3 of school year)

STANDARDS:

Common Core RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Common Core RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Common Core L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

OBJECTIVES:

To orient students to Achebe's novel

ACTIVITIES:

- Present "The Second Coming" in Keynote; student to complete KWL chart on poem, leading to analysis of meaning. What might 'falling apart' mean?
- Keynote presentation on African colonization and how it represents culture change – both from pre- and post-contact as well as the resulting diaspora. Images of the Igbo.
- Teacher to read aloud from "An Image of Africa" revealing Achebe's goal of correcting Western assumptions of Africa. Link back to Adichie.
- Repeat the rhetorical triangle and discuss implications of using "The Second Coming" as an epigraph, the title itself.
- Foreshadow the tragedy present in the novel, and prepare students for the final assessment writing: *How does Achebe use literary technique to create the tragic vision of the novel?* Brainstorm techniques that might be used to create tragedy, including title choice and epigraph.
- Read aloud the first chapter, with emphasis decoding the italicized words from Igbo language. Demonstrate use of the glossary as well as how to use context to determine word meaning.
- Discuss initial understandings of Okonkwo and Unoka.

HOMEWORK:

Read to page 51

MATERIALS:

Colonization and Igbo Keynote

Student copies of *Things Fall Apart*

Photocopies of student reading guides, vocabulary lists, bookmarks